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VOLUME III — N° 12 PRICE : 15 Cents (U. S.), 6 Pence (U. K.), or 20 Francs (FRANCE). JANUARY 1951

Courier

PUBLICATION OF THE UNITED NATIONS EDUCATIONAL, UNESCO SCIENTIFIC AND CULTURAL ORGANIZATION

CHILD WAR VICTIMS TELL THEIR OWN STORY

BRITISH, FRENCH, ITALIAN NETWORKS JOIN UNESCO'S RADIO CARAVAN; MILLIONS HEAR "EVERYBODY'S CHILD"

Here is a problem in communication :

The ordinary range of a child's voice is small —and in these days it is often too small to reach the din-filled ears, the crowded minds and the troubled hearts of grown-ups. This is particularly true of the orphans. Yet, the needs of the child are limitless—and their claim is just—for love, warmth, food, education and training in the tools and techniques of the world which is to be theirs. As expressed by the Chilean poet, Gabriela Mistral, *"The outstretched hand of the child is not begging ; it is collecting."* Yet, the voice of those whose need is greatest is too often the weakest voice of all. *Here is a problem in communication.*

Here, in fact, was a problem for the Radio Division of Unesco's Department of Mass Communication. An answer was found in the Unesco Radio Caravan, made possible by the combined skill, knowledge, money and conscience of three of the world's great radio networks: the British Broadcasting Corporation ; the Radiodiffusion française and Radio-Italiana.

As the first result of the Radio Caravan, several millions of British listeners, at home and overseas, and several millions of French listeners have already heard the children—those whose voices are normally the weakest. This month more millions of Italian listeners will have the living reality of these children brought into their homes, and in the months ahead countless more people in Europe, Canada, the United States, Australia, New Zealand, Latin-American and other countries will be stirred to action by radio's forceful reminder that *"Nobody's child is everybody's child."*

The Caravan broadcasts are good *"public service"* programmes, but they are also what broadcasters call *"good radio"*, and the best evening listening hours have been chosen for them. In this issue, the COURIER prints pictures of these children, members of the generation that suffered most from World War II, in the belief that their publication is timely.

The Unesco Radio Caravan was planned by radio experts from eighteen nations meeting at Unesco House. Early in October 1950, two automobiles loaded with recording equipment and baggage left Paris. Their passengers included Marjorie Banks of the

(Continued on page 12)

AT HA-DONG, ART AND AGRICULTURE GO HAND-IN-HAND

IN July 1940, a group of twenty Indo-Chinese agriculturists and craftsmen met at Hanoi to discuss how they might improve living conditions for themselves and their families.

Having decided that co-operative methods of work and the sale of their products through a common pool offered the best chance of increased prosperity, they formed an association which they named : *"The Small Craftsmen and Agriculturists : Mutual Aid and Progress."*

As their emblem they chose two open hands, symbolising handicrafts, holding two shoots of rice, representing agriculture, and for their motto: *"In our two hands we hold a treasure."*

During the troubled times that Indo China has experienced since then, the Association has saved hundreds of refugee families from starvation by providing them with a means of livelihood and with temporary homes.

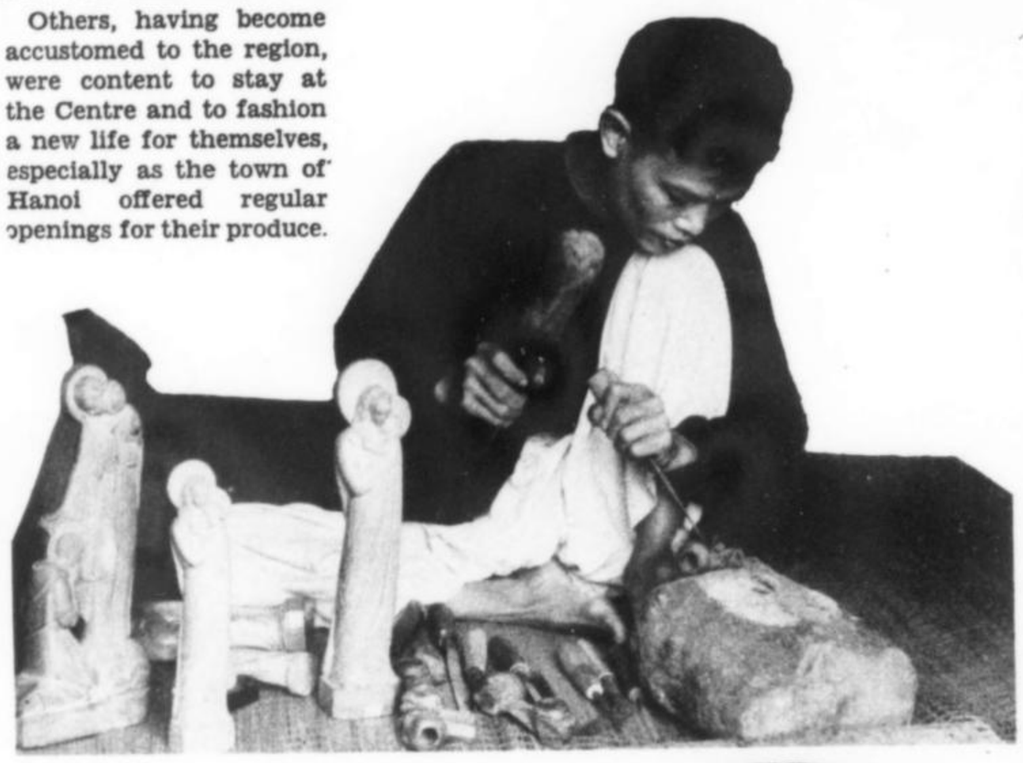
In this work, the Association had a benefactor and counsellor, Hoang Trong Phu, a leading citizen and official in Tonkin, who throughout his career worked to improve the standard of living of his fellow countrymen in the heavily populated delta region. Hoang Trong Phu, devoted the last years of his life to helping the Association and his advice and encouragement were invaluable during its early days and again during the difficult period after the war.

HAVEN AT HANOI

IN 1947, two members of the Group — Le Van Nghiep and Le Van Dinh — organized a reception centre at Hanoi in two large sheds which they had repaired. They received families by the hundred, all seeking work and some form of shelter, after fleeing from villages ravaged by civil war. The community soon overflowed into neighbouring houses, also damaged, but which were repaired by their new inhabitants.

At the beginning of 1948, there were about ten handicraft workshops and an agriculturists' group at Ha-Dong, a few miles from Hanoi, and during the Spring of 1949, a farm school and a new handicraft centre were also set up. More and more families came to seek refuge at the Centre. Some only stayed a short time, for they wished to return to their villages as soon as the situation there improved.

Others, having become accustomed to the region, were content to stay at the Centre and to fashion a new life for themselves, especially as the town of Hanoi offered regular openings for their produce.



With the same care and concentration he used to carve the gracefully beautiful lines of the statuettes seen on his right, the craftsman puts the finishing touch to a tobacco pipe.

These people today work at the Centre under a flexible system of control whose aim is to advise, guide and help them through advances of money and materials. The agricultural work and that of the craftsmen is supervised by the head of each family, who acts at his own discretion and in accordance with local customs.

This craftsman and his wife symbolize the "family" spirit and patient skill of the workers of Ha-Dong.

HELPING THE PEOPLE

NEARLY two hundred families are at present living betwen Ha-Dong and Hanoi; eighty of them are craftsmen — weavers, workers in wood, ivory, and lacquer, and metal and iron workers. The peasants also make briquettes of peat.

The lacquerers are perhaps the most skilled of the craftsmen. With patient care they produce magnificent panels, whose traditional patterns are enhanced by the beauty of the colours, the depth of tones and the highly polished surface.

M. Le Van Dinh, Director of the City and President of the Association envisages two separate stages of development for the future. The first will continue the present policy of giving individual initiative free rein in the production and sale of goods, with the Association merely providing technical aid and opening channels of trade. The second stage will aim, through the corporative and social education of the producers, to encourage them to form a fully co-operative Association in which individual advantages and responsibilities are combined.

In the social field, the primary school which is already well attended, will be improved and enlarged, medical assistance extended, and the lesson of thriftiness inculcated as widely as possible.

Perhaps the most encouraging sign for the future of the Ha-Dong Centre is the spirit which animates its work — a spirit springing from professional pride in the quality of its products. The Centre's work has already served as an example elsewhere in Northern Indo-China, for it is simply helping the people to help themselves.

A fine example of lacquer work on a wooden panel by craftsmen of the Ha-Dong Centre, whose ingenuity and talent spring from their innate sense of artistry.

Courier

UNESCO

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United States of America : Columbia University Press, 2960 Broadway, New York 27, N.Y.
Uruguay : Centro de Cooperacion Cientifica para la America Latina, Unesco, Bulevar Artigas 1320, Montevideo.
* **Venezuela** : Editoria "Andres Bello", Caracas.
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RECENT UNESCO PUBLICATIONS

MORE INVENTORIES FOR SCIENCE TEACHERS

A few months ago, Unesco produced Vol I of a series of publications designed to implement the teaching of science in schools and colleges in war-devastated and under-developed regions of the world. Vol II has just been issued and presents, in detail, university courses of study and equipment needed for the teaching of Botany, Chemistry, Geology, Physics and Zoology.

"INVENTORIES OF APPARATUS AND MATERIALS FOR TEACHING SCIENCE VOL II— UNIVERSITIES".

(English) 145 pages $2.00 12/3 F.600.

RADIO AND THE 3 R's

In order to facilitate the organization and development of school broadcasting, Unesco undertook a survey of this field, covering the concepts and methods used and the results achieved in 13 different countries. Full reports from these countries, together with sections devoted to special aspects of this work, are included in this recent Unesco publication.

"BROADCASTING TO SCHOOLS"

(English ; French) 215 pages $1.00 6/- F. 300.

PERIODICALS

Subscribers to one or more of the periodicals regularly issued by Unesco are assured of a constant source of information on the specific fields covered by the different journals. Limitations of space here prevent our giving full details, but a descriptive leaflet is now available on request which gives full information on the following : BULLETIN FOR LIBRARIES, COPYRIGHT BULLETIN, COURIER, FUNDAMENTAL EDUCATION, INTERNATIONAL SOCIAL SCIENCE BULLETIN, MUSEUM and OFFICIAL BULLETIN. IMPACT, a quarterly bulletin of science abstracts, was published after this leaflet was issued, but full details are available on request from Unesco's Sales Service.

"UNESCO... CREATED TO DEVELOP THE LOVE OF PEACE..."

New Year's Message from the Director-General of Unesco

AFTER the sacrifices willingly made during the two gigantic struggles we have already endured, we are faced with yet another heavy trial: we must surmount the obstacles which even now threaten the maintenance of Peace in Freedom under Law.

Never has it been more urgent to face the facts with clear vision. Never, perhaps, has mankind had greater need of that steady courage which respect for truth demands. If we build our hope on the undestroyable foundations of clarity and generosity, we will recognize that force alone is no solution. Justice must indeed be strong, but for force to win enduring victory it must be governed by equity.

The peace for which we hope makes greater demands on our qualities than does war. It bears no resemblance to a weak surrender to the pleasures of life. It must be a creator of values, and, far from sanctioning privilege, it must aim at increasing every man's share of freedom, happiness and culture. Governments and individuals must have the courage to overcome habits of thought and action derived from a thousand years of history. And this effort is unavoidable if we are to eliminate war from human experience.

Unesco, which was created to develop the love of peace in the hearts of men, knows well that it cannot succeed in its educational, scientific and cultural purposes if once more the thunder of guns is to silence men's consciences, if hatred is again to destroy the best of mankind—of men longing for the understanding necessary to security and the security necessary to progress.

In the name of the principles which are the foundations of Unesco's existence, I express the most fervent hope that the New Year may bring to all the leaders and all the peoples of the world the wisdom and the good will they need to avoid a catastrophe which would break the thread of civilization. May law prevail over all discords. And may we begin at last within the framework of the United Nations a life in which individual and national pride recognizes the limits imposed upon it by the dignity of man and the solidarity of men.

Unesco Commissions Meeting Proposes Regional Planning of Technical Aid

A PLAN to put the United Nations programme of technical assistance to work on the problems of an entire region rather than those of individual countries has resulted from the first regional conference of Unesco National Commissions in the Western Hemisphere, which ended its thirteen-day meeting at Havana on December 20.

Conference recommendations for the drawing up of technical assistance requests on the basis of the needs of a continent were in the general spirit of solidarity and co-operation in the Western Hemisphere which marked the entire conference, attended by delegates from sixteen countries.

The keynote of the conference was sounded on the opening day, December 8, by M. Jaimes Torres Bodet, Unesco's Director-General, who told delegates:

"The most important of the circumstances favourable to the holding of this conference, in my eyes, is the fact that the American peoples make up a democratic community... are all united in their belief in individual liberty and the dignity of the human person."

Technical Aid Measures

IN the field of technical assistance, the conference recommended that:

1. **A scientific bibliographical centre now being organized by Unesco in Mexico be extended to other Latin-American countries in the form of branch offices.**
2. **Unesco and other United Nations specialized agencies begin a study of the problems of Latin America's indigenous peoples, with emphasis on their education.**
3. **Unesco should organize a Seminar to show Latin American countries how to determine the type of specialized personnel they may need for their economic development.**
4. **A seminar should be organized to study the results of Unesco's surveys in Latin America on technical needs in the field of information (press, film and radio) with the aim of drawing up a regional programme to meet these needs.**

The Conference's work covered virtually all phases of Unesco's aims and the role played by National Commissions in translating them into national and local action.

Delegates applauded Unesco's proposal to set up a world network of regional fundamental education centres as part of a global campaign against illiteracy and low standards of living and agreed to facilitate this programme *"through all means necessary"*.

They pledged full support to the organization's international fellowship programme and offered the services of national commissions in the orientation and guidance of holders of Unesco fellowships.

The conference also urged that the work of the Western Hemisphere's National Commissions be brought down to the community level—especially in large, *"decentralized" countries*. It recommended a broader base for national commissions through co-operation of women's groups, representatives of governments, youth movements and similar organizations. The creation of full-time staffs to handle administrative operations of the commissions was also urged.

Human Rights Ceremony

THE conference also discussed the Unesco coupon scheme, problems of libraries in Latin America, the translation of Latin-American classics, and the teaching of the aims and principles of the United Nations.

On December 8, M. Torres Bodet and Senor Albert Llera Camargo of the Organisation of American States (OAS) signed an agreement formalizing the existing co-operation between UNESCO and OAS. The two organizations have held joint educational seminars at Caracas, Rio de Janeiro and Montevideo and have co-operated in the establishment of a fundamental education centre in Mexico to train teachers for all of Latin America.

The third day of the conference, December 10, was marked by impressive ceremonies commemorating the adoption two years before of the United Nations Universal Declaration of Human Rights.

During the Havana conference, delegates also had the opportunity to inspect Unesco's travelling science museum which was brought to Havana following visits to Ecuador and Peru where it was visited by nearly 150,000 persons.

Countries who sent delegates to the conference were: Bolivia, Brazil, Colombia, Costa Rica, the Dominican Republic, Ecuador, El Salvador, France, Guatemala, Haiti, Honduras, Mexico, Panama, the United States, Uruguay and Venezuela. Three countries, Chile, Cuba and Nicaragua, and various non-governmental organizations also sent observers.

"HUMAN RIGHTS" DAY IN HAVANA: Delegates to the Regional Conference of Unesco National Commissions in the Western Hemisphere took part in a ceremony marking the second anniversary of the adoption of the Universal Declaration of Human Rights, in Havana's Parliament Building, on December 10. They were addressed by M. Jaime Torres Bodet, Unesco's Director-General, who during his visit to Havana to attend the Conference received the degree of doctor "honoris causa" at the University of Havana. This photo shows: (front row, from left to right) Senor Manual Gual Vidal, Mexico's Minister of Education; M. Torres Bodet; Senor Ernesto Dihigo, Cuba's Minister of Foreign Affairs; Dr. Cosme de la Torriente, Chairman of the Regional Conference and Dr. Octavio Mendez Pereira, Director of Unesco's Regional Office in Havana.

BREAKING DOWN BARRIERS TO THE FREE FLOW OF KNOWLEDGE: NATIONS SIGN THE UNESCO-SPONSORED AGREEMENT ON THE IMPORTATION OF EDUCATIONAL, SCIENTIFIC AND CULTURAL MATERIALS. In a ceremony at the United Nations Interim Headquarters presided over by Secretary-General Trygve Lie, representatives of 17 nations signed the Unesco-sponsored international agreement which will allow materials to move across frontiers free of duty. Since then, one more country has signed and more signatures are expected shortly. This photo shows Sir Gladwin Jebb, of the United Kingdom, signing the agreement.

U.N. OFFICIAL WINS NOBEL PEACE PRIZE: On December 10, Dr. Ralph Bunche, Director of the United Nations Department of Trusteeship and Information from Non-self-governing Territories, was awarded the Nobel Peace Prize at a ceremony in Oslo. This photo, taken prior to the ceremony, shows Dr. Bunch meeting Mr. Martin Traumel, the veteran Norwegian Socialist leader, at a lunch arranged by the Norwegian Nobel Institute.

EXPERTS URGE EXPANDED EXCHANGE OF PERSONS PLAN FOR LATIN AMERICA

AN expanded exchange of persons programme designed to make full use of Latin America's cultural and linguistic unity was recommended by delegates from eleven nations, meeting during a recess of the regional conference of Unesco National Commissions, in Havana last month.

The delegates, members of a committee of experts on the exchange of persons, suggested that Latin American countries immediately begin an exchange programme for history and geography teachers. Under this plan, National Commissions would invite teachers to apply for a one-year appointment in a neighbouring country with salaries and part of their subsistence paid.

They called for wider dissemination in Latin America of *"Study Abroad"*, Unesco's handbook on international fellowships and scholarships, and for more complete information from Latin American countries on available fellowship opportunities.

To help workers travel, the experts urged Unesco and Latin American governments to enlist the co-operation of employers' and workers' organizations, in an exchange programme.

The committee recommended that a full-time exchange of persons specialist be assigned to Unesco's Western Hemisphere regional office in Havana. Experts on the committee came from Argentina, Canada, Chile, Colombia, Cuba, Ecuador, France, Mexico and the United States.

BRIEFING FOR A MISSION: Members of Unesco's Educational Mission to Burma assembled at Unesco headquarters in Paris for a briefing shortly before they left for Burma. This photo shows: (from left to right) Mr. M. Jimsai, Head of the Missions Section of Unesco's Department of Education ; Mr. Francis T. Fairey, of Canada ; Mr. Richard M. Tisinger, of the United States and Mr. Luciano Hernandez, of Mexico. On the extreme right is M. Edmond Sidet, of France, who left for Afghanistan last month as technical adviser to the government and to follow up the work done by the government and the Unesco mission which visited the country in 1949.

UNESCO SENDS EXPERTS TO HELP SOLVE BURMA'S BASIC EDUCATIONAL PROBLEMS

THERE are 2,750,000 children of school-going age in Burma, but only 54,000 receive even the rudiments of school training. At least 50 % of the schools have been totally destroyed by war and 30 % have been badly damaged. The shortage of trained teachers is desperate, and facilities for training them are inadequate, in a country where technical development has been retarded so long. Along with providing children with adequate instruction, it is equally important that teaching be provided for millions of illiterate adults.

Such a vast programme requires heroic efforts by the government of Rangoon and it can be enormously speeded by experienced assistance. Accordingly, Unesco has sent three experts to Burma to study problems relating to fundamental and adult education, development of primary and secondary instruction, technical training and vocational guidance, training of teachers and allied administrative problems. At the conclusion of their investigation and subsequent report, these experts will help the Burmese government to carry out the measures which they have recommended and which the government has approved.

The three specialists chosen by Unesco are men experienced in this work. Mr. Luciano Hernandez was Director of Education for the State of Chiuahua in Mexico. Mr. Richard M. Tisinger and Mr. Francis T. Fairey have both worked on educational problems among Indian tribes, one in the United States, the other in British Columbia. Mr. Tisinger, in charge of the mission, will devote himself to problems in primary school instruction and teaching administration, Mr. Fairey to secondary school teaching and technique, Mr. Hernandez to fundamental education.

This is not the first time that Unesco has assisted in such work. Similar missions have been sent to the Philippines, to Afghanistan and to Thailand. One has been working in Bolivia for several months. Each of them, within the programme of general educational improvement, has been given a special task directed to the local needs of the country concerned.

Basic Needs — Special Problems

THE Philippine mission, like the one in Burma, had to take war losses into account, as well as problems in primary and secondary instruction, adult education, training of teachers and administrative difficulties related to teaching. In the Philippines, 8,300 schools were totally and 3.887 partially destroyed, 95 % of school equipment was lost, scarcely 5 % of the collections in the National Museum were preserved intact, and 694,000 out of a total of 730,000 volumes are missing from the National Library.

In Afghanistan, among other major problems, school attendance and children's access to primary schools, were given special study : less than 10 % of the boys, and less than 0.33 % of the girls receive primary school instruction in Afghanistan.

In Bolivia, the most urgent need is adult education and the mission of experts is giving primary importance to a campaign against illiteracy. At present, out of a population of 3,700,000 people, it is estimated that 2,000.000 are totally illiterate.

In addition to such basic needs, each country presents its educators with special difficulties. In Afghanistan, for instance, there is the problem of a nomadic population; in Bolivia, one of the principal obstacles is the inaccessible mountainous terrain which bars normal communication between the different small mountain settlements and with the nearest centres.

The experts sent by Unesco do not work separately. All their work is done, not only in co-operation with the authorities of the country concerned, but with the support, and in consultation with, local educationists. Unesco also makes available to the members of each mission, the findings of similar organisations, received at its headquarters in Paris from all over the world.

Unesco is attempting, through these missions, to provide a common pool of experiences — experiences which would otherwise never be known — and whose value is immeasurably increased through this method of collation.

UNIVERSITIES FOUND FIRST WORLD ASSOCIATION AT NICE CONFERENCE

THE world's first International Association . of Universities was set up in Nice, France last month at a one - week meeting (December 4-10) attended by delegates representing universities in 53 countries.

Assembled in the Mediterranean University Centre, more than 200 delegates unanimously approved the constitution and programme of the new association and elected M. Jean Sarrailh, Rector of the University of Paris as president and Dr. S. C. Roberts, Vice-Chancellor of Cambridge University as vice-president.

The main purpose of the association, whose headquarters will be in Paris, is to give universities greater solidarity through mutual assistance. The International Universities Bureau will work in Paris as the Association's Secrétariat and will constitute a centre of statistical studies in all branches of university life.

By spreading among universities better knowledge of each other's curricula and methods of organization, the Bureau will help to solve such problems as the equivalences of degrees and diplomas issued by higher education authorities in all parts of the world. A programme of long-term exchanges of professors among universities will also be considered as well as the role that universities can play in the United Nations Technical Assistance Plan.

Universities' Mission

FOR its main discussion last month, the Conference chose the theme of the mission of universities in the modern world, the opening speakers being Bernardo Houssay, the Argentine physiologist and Nobel prize winner; George Zook, the American historian and president of the American Council on Education; and Pierre Auger, the French physicist and head of Unesco's Natural Sciences Department.

Addressing the Conference at its opening session, M. Jaime Torres Bodet, Unesco's Director-General, congratulated the delegates on their choice of this subject for debate.

"There is little likelihood of the various dogmatisms of today allowing the universities to become sanctuaries isolated from the upheavals of the outer worlds," he said. "... I am not proposing that the separate domains of politics and universities should in the smallest degree be merged or confused... it is essential that universities should hold aloof both from party strife and from the official ideologies, that they jealously guard their independence and their serenity. But independence does not mean indifference, nor serenity mental blindness. There is no reason why impartial teaching based on the strictest scientific objectivity should give the impression of flying from reality and thus leave the young who are taught ill-equipped to cope with the world.

Is Youth Prepared ?

"THE gap between scientific and everyday knowledge is growing ever wider. What the scientist describes is less and less at the level of being at which we live... the initiate is cut off from the everyday world at once by the narrowness and profundity of this learning.

"For the university to train scholars and specialists is very well, but it must not so confine them to their own subjects as to leave them helpless before the general problems presented to all our consciences by a world of which we have scarcely yet begun the material organization.

"Universities must not be mere museums of thought. The object of research laboratories, of enquiries and studies, of card indexes of libraries and private scholars, is of course to aid the advance of science — but also to promote the progress of man and of society."

U.S. COLLEGE ORGANIZING "AIRBORNE" SEMINAR-STUDENT EXCHANGE WITH INDIA

NEXT summer, a chartered plane will leave the United States for India, carrying a group of educators, speakers and writers — members of a Seminar organized by the San Francisco State College — to study social and economic conditions, the political situation and aspects of religion and philosophy in India, Pakistan and Ceylon.

Combined with the Seminar is a useful plan for international exchange. The Seminar organizers and the Indian authorities are hoping to arrange for 50 Indian students to travel to the United States in the plane which will fly the Seminar members to India. Later, the students will go home in the plane that brings back the group of Americans.

Making maximum use of the plane's capacity in both directions will enable the students to travel for very low fares and thus make possible a visit that would normally have been beyond the means of most of them.

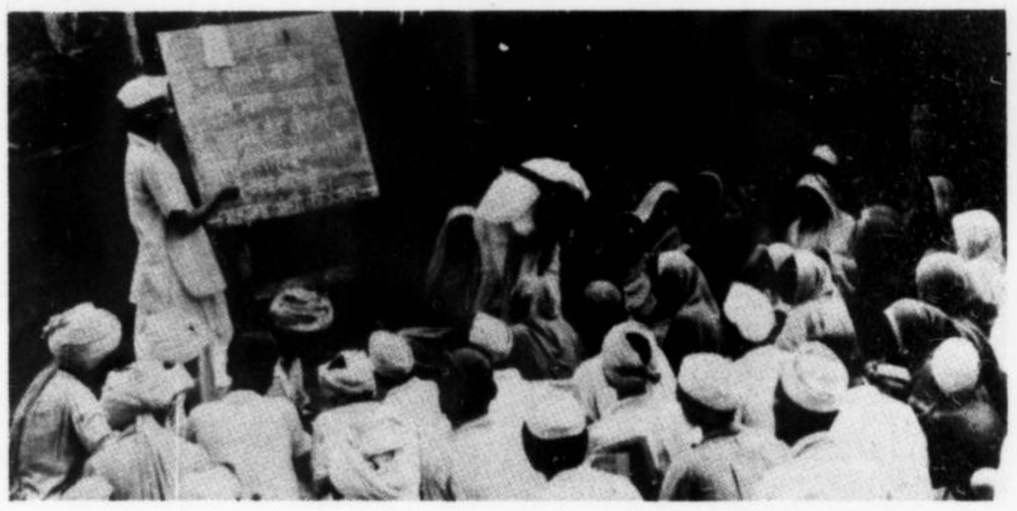
IN THE WAKE OF KOREAN WARFARE : This open air class (above, left) was set up amid the ruins of a primary school in the village of Eum Pyung, north of Seoul. Before it was demolished by artillery fire during the fighting for the Korean capital, the school had 1,300 students and 23 teachers. When this photo was taken, 12 teachers remained and students were slowly coming back as their parents returned after taking refuge in the nearby hills. **U.N. DAY IN KOREA:** (above, right) Korean refugees, carrying what they have been able to salvage from their home, read one of the posters commemorating United Nations Day (October 24) which had been prepared by a U.N. group organized by Koreans in Seoul immediately after its liberation by United Nations forces.

Bringing New Life To Sick Regions

by C. J. OPPER

LAST month, the Courier announced the approval by Unesco's Executive Board of a $20,000,000 plan for the creation over a period of 12 years, of a world network of Fundamental Education training centres as bases for a world-wide drive against illiteracy and low living standards. Because the term "fundamental education" has enormous implications for the future of the world, we present on this page an article on the needs, purposes and methods of fundamental education, by Conrad J. Opper, former Director of Education in Mauritius and now Director of Unesco's Fundamental Education Pilot Project in the Marbial Valley, Haiti.

The story of the Haiti Pilot Project, where such methods have been tested under the severest conditions, is told in an article and photographs on pages 6 and 7 of this issue.



FIGHTING ILLITERACY IN INDIA. — " Literacy awakens the mind and provides incentive for further effort ". Above, young volunteers teach men and women attending a social education class at a village in the Central Provinces.

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FUNDAMENTAL EDUCATION BY RADIO. — The Lusaka Radio Station broadcasts plays, talks and feature programmes on hygiene, husbandry, soil conservation and sanitation to native populations in Northern and Southern Rhodesia and Nyasaland. Many thousands of people already listen to these programmes thanks to a cheap and robust battery radio receiver, produced specially to meet their needs.

FUNDAMENTAL education, which means a mass attack on poverty, disease and ignorance is one of the most empirical of activities. Like the making of tribal lays, there are nine and sixty ways and every single one of them is right — or can be. And as the United Nations programme of Technical Assistance for Under-Developed Areas gets into its stride we shall hear more about plans for what is variously called mass, basic, social or fundamental education.

It is a melancholy thought that three-fourths of the world's people are under-housed, under-clothed, under-fed and illiterate. Or, as Lord Boyd Orr has said, a state of partial famine is affecting nearly half the population of the world. The problem confronts us in its massive simplicity. No sociological survey is necessary to perceive naked bodies bloated by intestinal worms, crippled by yaws, or stunted by malnutrition.

If we take a plane ticket to almost any country lying within the tropical belt (and to a great many others besides), and then get off the boulevards into the countryside, we shall soon come face to face with the world's under-privileged areas. Within the next year or so we are likely to see a big expansion of efforts first to expose the problems to be faced and then to work out plans for bringing new life into these sick regions.

Areas are under-developed because they present problems which have so far defied solution with the locally available resources. While there may be a great number of different approaches, there are definitely no short-cuts. The effects of diseases which have stricken a region for generations, habits of sloth springing from physical debility, superstition penetrating to the very roots of society, cannot be cleared away in a month or a year, no matter how determined and vigorous the attack.

Partners With The People

FUNDAMENTAL education must aim at changing lives from within. It must not impose on a community large social and economic development schemes but lead the people patiently and unobtrusively to work for their own improvement, using as far as possible their own social institutions and their own leadership.

For people fighting a losing battle against ignorance, disease and poverty, there is no dramatic action that can turn defeat into victory at a single blow. Resource surveys, mobile film units, bull-dozers and teams of imported technicians — all the paraphenalia of large-scale development schemes — have their place, but if the people themselves are not active partners, everything will wither away as soon as the alien resources are withdrawn.

While there is no magic formula and no stereotyped plan for the establishment of a fundamental education scheme, a knowledge of the people themselves is essential to success. It is not enough to have lived amongst them, to like them, to speak their language ; this may ensure sympathy, but not necessarily understanding.

It is therefore usual to start with a survey by a trained anthropologist. This provides the educators with an intimate knowledge of the indigenous culture and of any special local problems. It permits comparisons between conditions before the educational programme and those that might come into existence several years later.

The anthropologist's special competence is derived from the fact that he is trained to look at a total culture from the point of view of the interrelations of its various aspects and that he thinks not in terms of a single culture but of the different patterns of social life that exist throughout the world. He looks for the sources of social behaviour and ways of thought, he tracks down forces that make for cohesion or disintegration. His experience enables him to indicate the strength and weaknesses of a given situation and what elements in the existing social organization can be made use of.

Fundamental education must move forward in the stream of the people's culture. The anthropologist shows where this current flows strongest.

The Team Approach

WORKING with existing social and administrative organizations means very different things in different areas. In many parts of Africa where a tribal organization still exists, fundamental education may aim at reinforcing the leadership of progressive chiefs and at trying to penetrate the whole structure of local authority and the culture in which it is rooted.

In this case, the fundamental education campaign may find a coherent if rigid framework in which to work, but at the same time powerful forces of conservatism and prejudice to overcome.

Elsewhere there may be no such tribal authorities but, in their place, a system of representative government and a developing sense of social service and community organization which reveals itself in cooperatives, Women's Institutes, 4h Clubs (Head, Heart, Hand, Health) and the like. Here the ground is already prepared for the fundamental education project.

Other sets of circumstances are found in the mission field, the industrial area, the plantation, each with its separate organization. Other problems exist in areas where tribal authority has weakened or broken down and nothing with roots in the people's own culture has grown up in its place.

The usual and most successful approach to fundamental education is through the team. Sometimes the leader chooses his own team, sometimes its members are appointed by the various agencies collaborating in the Project. These may be missionary societies pooling their resources in a common effort or Government departments, each providing a technician as a member of a Community Development team, or as in the case of the Unesco Pilot Project in Haiti, Specialised Agencies of the United Nations working with the local government.

The leader would probably hope to be able to assemble a team consisting of an educationist, an agronomist, a doctor, a woman social worker, and an expert in small industries. These would be his mainstays, each responsible for a wide field of human activities, pushing out his enterprises in every possible direction, impinging on but not overlapping the work of fellow-workers. The whole plan would gradually take shape in the field.

Literacy — The Basic Need

A literacy programme must be the foundation of the team's operations. Literacy awakens the mind, provides incentive for further effort and makes it possible to impart knowledge about the team's objectives. The adult class also becomes the forum for discussion, an important development in ensuring that plans are prepared not for the people but with the people. The literate has to be kept fed with reading matter or his new skills are soon forgotten and the provision of simple booklets, a monthly journal and occasional leaflets on special subjects, is one of the team's most important tasks.

Since illiterates must be taught through the medium of their mother tongue, the production of reading material may well involve orthographical experiment and research into local folklore and legend. The members of the team will provide much of the raw material for book production and a competent local translator will be essential. From the primary schools will spring youth organizations, from the adult or literacy schools will germinate cooperatives and perhaps some cultural or recreational clubs.

The agronomist must take care of the soil, what grows on it and the domestic animals it supports. He must make plans for soil conservation, reforestation, irrigation, the improvement of farming methods and animal husbandry. He works by demonstration rather than by homily. Peasants are the same the world over, cautious, wedded to custom and suspicious of innovation; but a healthy crop growing on a terraced hillside or a two and a half ounce egg speak louder than words.

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"DO YOU WANT TO HELP ME?" says the Brazilian worker shown learning to read from a literacy primer on this poster issued by the Ministry of Education. Such posters have a double aim—to enlist aid for Brazil's nation-wide literacy campaign and to encourage illiterates to take advantage of it.

The doctor's most important task is health education, a programme of village sanitation with attention to such public health undertakings as cleaner markets, improved water supplies, and anti-mosquito campaigns. The provision of medical attention at the Project's dispensary should not be a first call on his time.

Yet at the beginning he may find the treatment of disease too exigent to leave him much time for preventive work. This is a phase that passes and one which has a high propaganda value for the project as a whole. Modern treatments of some tropical diseases are quite dramatic in their effects and this medical magic provides a favourable background for the team's other activities.

Mending Is Tougher

WORK amongst women is highly important as it reaches out to the whole family although often much neglected owing to the special difficulties it presents. A nurse with training in public health and domestic science is a godsend. An entry to the peasant home is made most easily through the kitchen. Sewing classes and talks on baby care at the dispensary get at the younger women and influence the newer families.

Under-employment is a serious problem in rural areas in the tropics. Often the cultivator is obliged by climatic reasons to remain idle for more than one-third of the total working days of the year. With so much time going to waste there is much scope for secondary occupations. The team must seek ways of using local materials in cottage industries to bring some relief to the universal poverty of these areas.

There is certainly no blue-print for fundamental education. Everything will depend on the team resources available, the human resources of the people and the way in which these two forces are brought together. Patience, sincerity, a strong sense of missionary spirit and an occasional lucky break can work miracles in places where nothing short of miracles will do.

The world will also have to be a little patient. Many world problems call for drastic and urgent solutions and there is sometimes suspicion of enterprises that seem to lack this sense of urgency. We are often reminded that the imperial age of too little and late has passed. But fundamental education is not just bull-dozers, penicillin and cinema vans; it is bringing new life to a people. And in these sombre days, mending a life is a far tougher job than ending it.

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THE LESSON OF TH

THE MARBIAL VALLEY. — An " under-privileged " area; home of 28,000 people.

IN 1947 the government of Haiti asked Unesco, then a newly formed organization, to start a pilot project in Fundamental Education in the rural region of Marbial—the central area of the Gosseline River Valley in the south of the island.

The population of Marbial was estimated at 28,000 but no one was quite sure. No census had ever been taken of its scattered inhabitants who lived in shacks perched on the hillside. Conditions in the valley provided examples of virtually everything bad in the definition *"underdeveloped region"*. It was overpopulated, its illiterate peasants could scarcely live on the scanty crops they coaxed from the eroding soil and they were scourged by such diseases as malaria and yaws.

Conditions in Marbial were a challenge, and offered a severe testing ground for fundamental education methods.

Unesco agreed to attempt the project and in April, 1948 it sent a survey team to Marbial headed by Dr. Alfred Metraux, an anthropologist.

Conditions when the team arrived there were at their worst—an eleven month drought had drained the last of the peasants' meagre food reserves. The problem of drinking water —normally acute—was complicated by the habits of the people who used the Gosseline River not only as a source of water for drinking but with equal impartiality as a laundry and a sewer.

Then, when the drought ended, the road from Marbial to Jacmel, the nearest town became a torrent swirling over boulders. Other handicaps were rooted in the minds of the people of Marbial, who, isolated in their shacks, were deprived of any community life and subject to the tyranny of superstition. But as Dr. Metraux went ahead with his survey, the people of the valley began to cooperate, willing to grasp at anything that promised to lessen their misery.

Valley Of Despair

THE results of this survey were graphic enough, yet even statistics cannot tell the full story of life in Marbial. Fifteen per cent of the valley's land, for example, was lost to erosion and 70 % was substandard. Such figures, however, cannot hope to convey the feelings of hopelessness and despair of the Marbial peasant, vainly trying to squeeze a few more measures of grain from his land and thus inevitably destroying the soil by failing to fertilize it, to let it lie fallow or to rotate crops.

Nor do the figures show the effects of an inheritance system which had sliced the land into tiny plots so separated that a man might waste most of his working day walking from one holding to another.

With practically no outside income the valley was forced to become self-supporting. In lean years, such as 1948, the result was famine and even in "good times" mal-nutrition was chronic. Mal-nutrition to a Marbial peasant meant that he and his family lived mainly on beans and millet and ate meat only once a month.

As the valley's soil had disappeared —washed away by the rains—so had most of the possessions of its inhabitants. People who once lived in stone houses were huddled into mud huts with thatched roofs. Their furniture, crockery and even their clothes had been sold to make up for poor harvests. Many of them had to make work clothes from sugar-bags.

Disease ravaged the valley. In 1948, at the end of the long drought, Dr. Metraux reported that scarcely a household was free of malaria. A large part of the population was literally crippled by yaws,.many men and women being unable to walk because of great sores on their feet.

Less than 500 pupils were registered in the three schools serving the valley's 28,000 inhabitants, and only about half of these actually went to school, because of sickness and the fact that many pupils had to walk two hours each way to attend school.

"COME AND LEARN how to work sisal; it's a useful thing and you can sell it" reads this poster in Creole, used in the campaign to encourage and develop cottage industries.

The teachers, Dr. Metraux reported, had virtually no training, and their pupils memorized and mechanically recited passages from fifty year old French textbooks without any real understanding of the texts.

Barrier To Education

THERE was a tremendous language barrier to education. Although the official language of Haiti is French, Marbial's people spoke only Creole and textbooks in this language were not available —no one had ever agreed which of the four methods of spelling Creole should be adopted.

To attack this aspect of the problem, Unesco invited Dr. Robert Hall, an American professor, who had done research on Creole in the United States to come to Haiti. Dr. Hall established an alphabet so that the preparation of basic textbooks could go ahead. Although the final objective was to teach French, the organisers decided to begin with Creole, Marbial's mother tongue.

When they heard that something called "l'Unesco" had come to Marbial, the peasants were stimulated into action. Within a few months their co-operatives had turned the track to Jacmel into a road, a "Unesco-centre" was built in the valley and a community-centre, opened nearby, helped the people to break out of their isolation.

ADULT AND PRIMARY EDUCATIO— has opened nine adult schools te s teachers to take th

The co-operatives dug latrines and sank a well, and soon peasants living on the surrounding hillsides followed their example. Thus a start was made at cleaning up one of the area's most dangerous sources of disease.

One of Marbial's three schools received a supply of desks, blackboards and pencils, and trained teachers went into its classrooms to give demonstration lessons. A literacy campaign was started and spread rapidly.

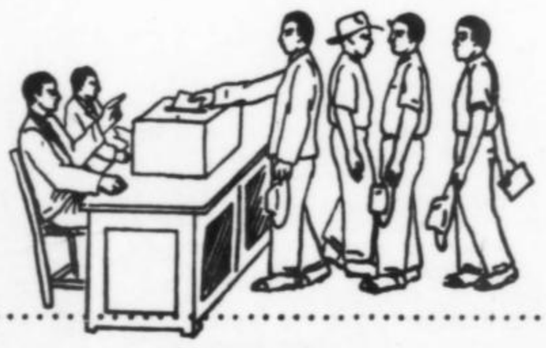
The Man For The Job

ALL this, however, was only a good beginning. Dr. Metraux had completed his survey mission but the project was slowed down while Unesco was looking for a Director — the man who would put the results of the survey to use in co-operation with the people of the valley.

It was an Englishman, Conrad J. Opper, who had been Director of Education in Mauritius, who was finally chosen. When he arrived at Port-au-Prince, Haiti's capital, at the beginning of 1950, he began to attack the project's "Housekeeping Problems".

Going to work was also a problem for the road from Jacmel to Marbial had relapsed into its original state

DISEASE AND POVERTY. — Yaws, with its disfiguring and crippling effects (above, left) and malaria, to which generations of Marbial families have fallen victim (above, right), result in weakness and apathy among the people and thus bar the way to better living standards.



VWA MABI

Diréksiõ: Yoû Komité

Séptâm 1950

Numéro. 3

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TE MARBIAL VALLEY

— a series of vaguely connected potholes. Transportation difficulties were partially solved by moving the project's headquarters from Port-au-Prince to Marbial.

The new Director and his Haitian staff soon saw that all progress in the valley would depend on the improvement of agriculture. In February, 1950, Mr. Opper reported: "There is no possible doubt that a project in Fundamental Education in the Marbial area which is not based on soil regeneration is unrealistic and doomed to failure. To cure the sores of the peasants, to teach them to read and make pottery is fruitless if we neglect the soil. This is the one great problem which is a matter of life and death for the coming generation of the Valley."

The project has kept the Marbial children's school in operation and the surrounding region, training local teachers to take over the classes.

Saving The Soil

THE United Nations Food and Agriculture Organization (FAO) was therefore asked to join in the Marbial project. In the meantime, however, a Haitian agronomist set to work to protect Marbial's soil through land terraces and contour farming. Several miles of terraces were constructed under his supervision. An order for fifty thousand sisal plants was placed with a double objective: the planting of sisal on newly terraced hillsides would bulwark the valley's eroding soil and at the same time the weaving of sisal mats gave promise of becoming a local industry. By September, Haitian manufacturers had already placed an initial order for 1,000 mats in Marbial.

This modest agricultural programme was aimed only at preventing Marbial farm conditions from growing worse. The FAO intends to enlarge these activities once it begins its own programme there.

Another United Nations agency, the World Health Organization (WHO), also took an active part in the project, sending a doctor and a nurse to the valley. This WHO team gave 12,427 treatments, including 3,493 injections of pencillin procaine for yaws, during its stay. It also helped open a new clinic in Marbial, thus giving the valley its first modern dispensary facilities.

The project's organizers however pointed out that this first anti-yaws campaign was only intended to demonstrate the power of science over disease. The doctor has now been replaced by a WHO health educator and it is up to the people of Marbial to follow the elementary rules of health and hygiene they are being taught.

The project kept the Marbial children's school in operation and also opened nine adult schools in the surrounding region, training local teachers to take over the classes. This interest in the schools also helped to give birth to "Vwa Mabial" (The Voice of Marbial), a two-page newspaper with a press-run of 500.

"By The People"

DURING this perhaps unspectacular but steady development, Mr. Opper and his team kept in the background as much as possible, placing the project in the hands of the people it was intended to help. This policy proved so successful that in August the Marbial people formed a regional committee of local leaders with Father Louis Charles, a Haitian priest, as President, to advise the Unesco staff.

The formation of such committees is the key to progress in Fundamental Education which can only succeed if it is "by the people, rather than for the people". Although outside technical assistance is needed to give basic skills and knowledge, any assistance programme which makes use of bulldozers and blueprints without attempting to create a popular understanding and acceptance of its objectives is bound to die once the visiting specialists leave.

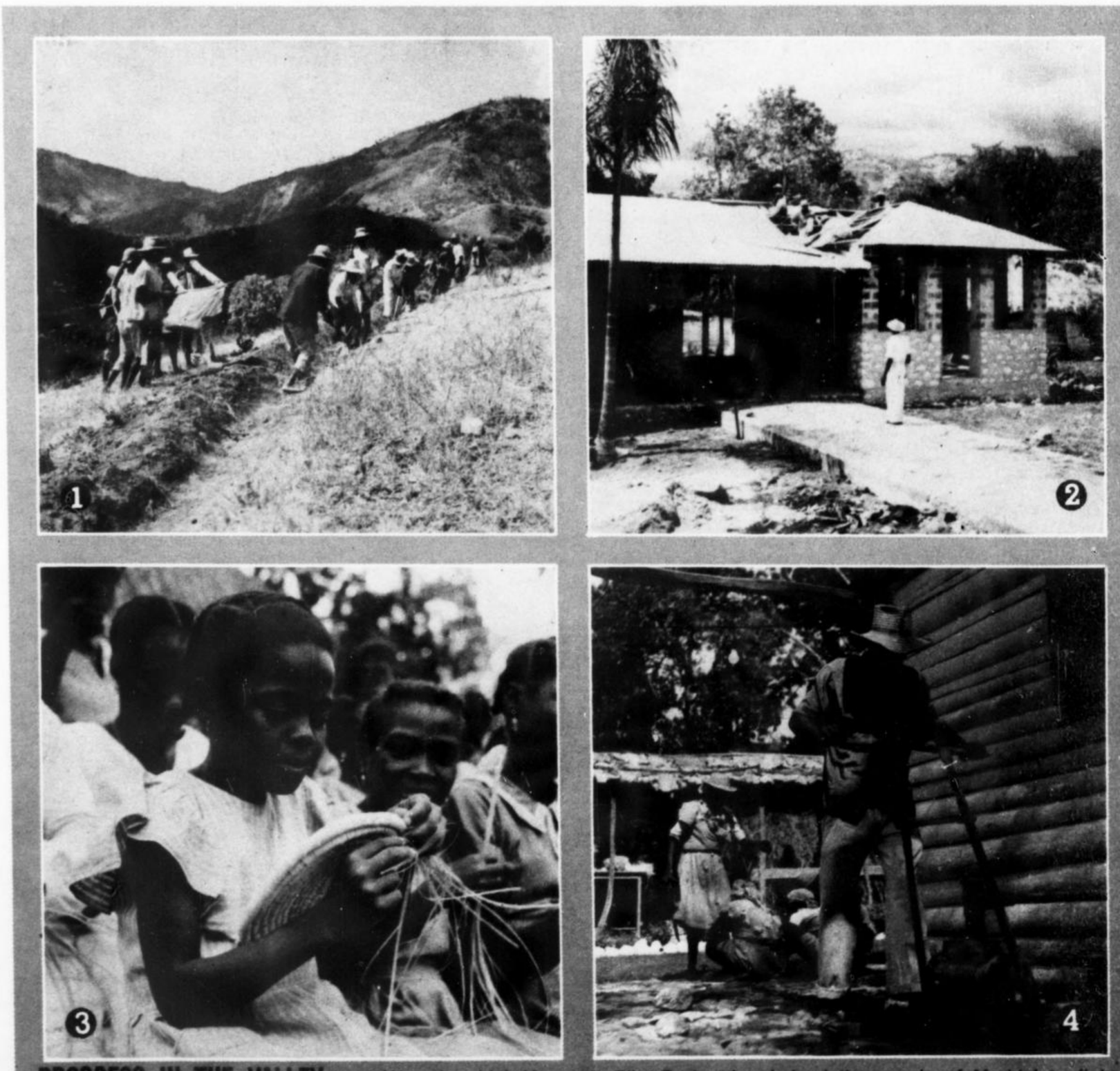
In Marbial, Unesco is not building a false prosperity which relies on the maintenance of an outside mission, for such prosperity would not last after the project ended.

What Unesco has done for Marbial is more than counter-balanced by what the Haitians there have done for the Organization and for other "under-developed" peoples around the world, for the project has "taught the teachers" many things they need to know in dealing with similar problems — and similar problems affect more than half the earth's people.

THE PEOPLE OF MARBIAL. — Victims of sickness, poverty, malnutrition and ignorance.

"VWA MABIAL"

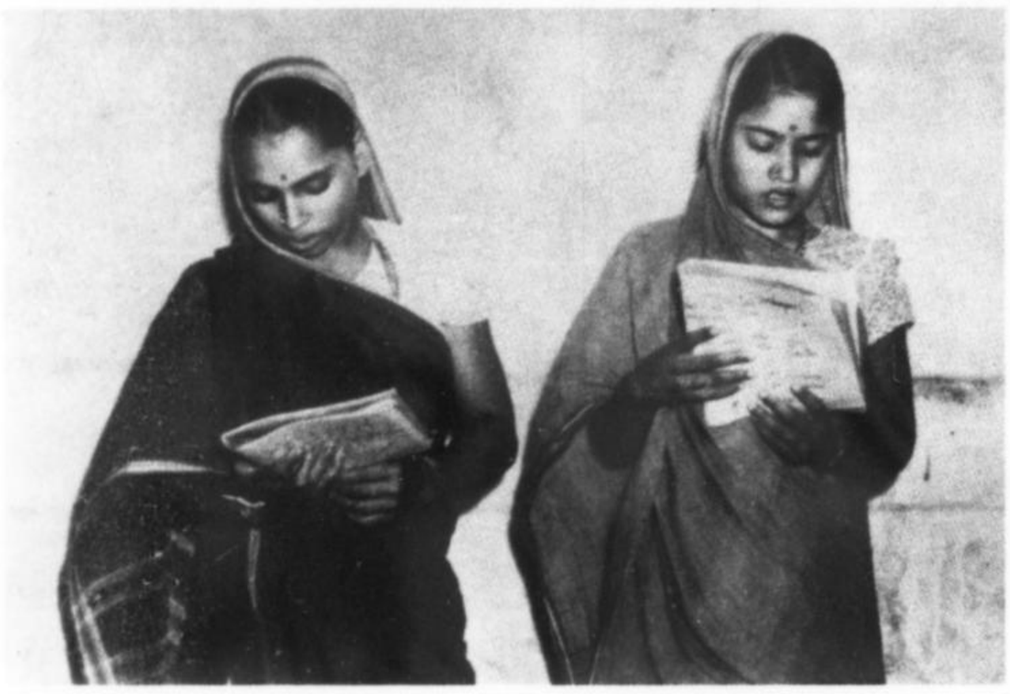
(The Voice of Marbial): The Project's monthly newspaper provides the valley with news, useful information and a means of expression and also furnishes the schools with additional Creole reading material.



PROGRESS IN THE VALLEY. — Ways in which Unesco's Pilot-Project has helped the people of Marbial to fight hunger, disease and poverty. 1. Co-operative members making terraces to protect the soil from erosion. 2. Workers building the Unesco Centre—the first step towards developing a community spirit among the people. 3. Developing local industries—women and girls weaving sisal and palm fibres for mats. 4. Pumping safe drinking water from one of the wells that have been sunk in the valley.

LIBRARIES AND A BETTER LIFE

A LITTLE more than 100 years have passed since the world's first "public libraries" were established in Great Britain. To-day, libraries are becoming more and more dynamic and vital elements in the daily lives of people — and more and more varied in their activities. Accordingly, we present stories of two enormously different libraries — one in India and one in New Zealand. They have this in common, that they make positive contributions to better lives for the people.



Literacy must be followed up. The Delhi Library being set up by Unesco and the Government of India is aimed primarily to meet the needs of persons just learning to read, who without practice might slide back into illiteracy.

IN INDIA — A NEW LIBRARY FOR NEW READERS

A PUBLIC library of a new kind — especially designed to meet the needs of readers using books for the first time in their adult lives — is to be opened early this year in the city of Delhi, India. The institution is the result of an agreement between the Government of India and Unesco, providing for a pilot project to show how public library services can effectively support literacy and adult-education campaigns.

The library is to be housed in a crowded part of the city, in a building with ample room for book services and educational meetings, and a spacious court for outside reading during the summer. The services will stress the needs of adults just learning to read, taking over where the current literacy campaigns of the Indian Government leave off. Adult readers, newly-literate, will be helped to improve their efforts in self-education.

MODEL FOR THE FUTURE

DURING the first year, the library will assemble a collection of about 10,000 books, plus periodicals, pamphlets, maps and pictures. Most of the material will be in Hindi and Urdu but some books in English, particularly reference books, will be provided. There also will be services for children and young people.

Books are to be lent free for home use, and advisers will help the borrowers, particularly those who have just learned to read, to plan appropriate courses of reading. Reading interest is to be stimulated through film showings, discussions, publication of reading lists, gramophone record concerts, exhibitions and story-hours for children.

Unesco's interest in the library extends far beyond Delhi, for the project is intended not only as an end in itself but as a demonstration of what can be done. When the project proves its usefulness, other cities in India and in other parts of Asia will be encouraged to use it as a model.

The Delhi library programme will be integrated with the work of local organizations in the fields of fundamental and adult education, especially with that of the Delhi Education Board and Jamia Millia, a Muslim voluntary organization. The former now operates seven adult education centres and sixteen literacy centres, and plans to add nineteen more centres to its present network. Jamia Millia operates five centres in Delhi.

One of the critical problems in developing the project will be the provision of publications. Many books in Hindi—one estimate is 2,000—which are suitable for the general reader with some formal education, have been published in the last five years. But there is a great shortage of easy-to-read books for adults and appropriate publications for children. Jamia Millia has published 250 sixteen-page pamphlets for newly-literate adults, and has prepared 200 additional manuscripts in the local languages. But the stock of all but fifty of the published manuscripts was destroyed by a fire, and publishers are unwilling to reprint the old pamphlets or publish the new ones at a price the average man can afford. An effort will be made to solve this problem, and ways of stimulating the production of easy-to-read adult books and publications for young people in Hindi and Urdu will be studied by the librarians of the new institution.

By the terms of the agreement between Unesco and the Government of India, Unesco is contributing a fellowship for study abroad to the Indian librarian who will be permanent director of the pilot project. Unesco will also pay the salary of a temporary foreign director to carry out the organizational activity, and will provide technical advice and funds for publicity. In addition, Unesco will purchase an audio-visual library van for the project and pay the salary of the permanent director during 1951. A second fellowship may also be contributed for a children's librarian, and it is proposed to ask future Unesco General Conferences to continue the financial assistance.

PIONEER VENTURE

THE Government of India is contributing 150,000 Rupees ($31,175) and use of the building provided by the municipality of the city of Delhi for the establishment and operation of the projet. The agreement also provides for a further annual grant of 25,000 Rupees ($5,196) contributed by the city of Delhi.

Staff members of the library, who are granted fellowships, will prepare themselves for their work by studying public library methods in other countries, and on their return will work with the temporary foreign director in assembling the book collection and organizing the services of the project. While these services will emphasize primarily the needs of persons just learning to read, who without practice might slide back into illiteracy, they will also take care of more advanced readers. The pilot project, in addition to being a pioneer venture in a special field, will be developed to fit local educational needs of all kinds.

IN NEW ZEALAND — LIBRARIES FIND THE PEOPLE

NEW ZEALANDERS are borrowing over three million more books a year than they were in 1938. Yet the number of public libraries has hardly changed since that time, and the total stock of books has not increased to any large extent, according to a census taken this year.

Public library membership, however, has almost tripled in twelve years, rising from 93,863 to 250,125. This, in a country with a population of two million living in widely scattered areas, shows a striking development in the use of libraries. It is mainly due to the work of a branch of the New Zealand library system known as the Country Library Service. It was founded in 1938 to improve and broaden library facilities in country districts by providing a national stock of books which could be loaned to local libraries.

In the country districts of New Zealand, where the people live on isolated farms, the highlight of the week is usually a trip to the nearest small town, in a car large enough for the whole family. The trip nearly always includes a visit to the library. For during the long winter evenings from July to November, the New Zealand farmer and his family like to gather round the open fire after their evening meal, and read or listen to the radio before going to bed.

SMALL TOWN SERVICE

ONE of the first aims of the new Service was to create a group of free lending libraries in these small towns. It offered to give town and borough libraries serving populations of less than 2,500 fifteen books for every 100 of population, on condition that free library systems were started. The service has since been extended to cover all town and borough libraries regardless of size of population.

As a result of the Country Library Service supply of books, nearly 90 town and borough libraries now provide free services. The books are changed at least three times a year, and the Service's large grey vans, accompanied by skilled librarians, are a familiar sight in the smallest towns and villages. These public libraries in turn send books to local hospitals and institutions.

Apart from encouraging free libraries, the Country Library Service also lends about 60,000 books each year to small independent subscription libraries which cannot afford to run a free-lending system. Nearly 700 of these libraries receive loans of books for which they pay a small annual charge.

ANTIDOTE TO ISOLATION

IN isolated places, such as valleys up in the mountains, where there are only a few solitary farms, travelling hampers of books are sent to groups of readers for a small yearly subscription. The books are passed around among the inhabitants of the farms, and returned periodically for exchange. Lonely lighthouse keepers, coast guards and others who are cut off completely from any library service are supplied free with books.

In the last few years, the Country Library Service has been establishing free libraries in the new towns and settlements growing up round national development projects, such as big hydro-electric installations. In addition to providing reading material for many workers leaving the towns to live in these settlements, a special request service permits engineers and specialists on the job to keep in touch with latest developments in their fields.

Readers using any of these various facilities can request special books which will be supplied to them on short-term loans either from headquarters stock or from other libraries. The service also arranges for smaller libraries to borrow whole collections of books on particular subjects, such as anthropology, industrial management, etc., which gives their readers a chance to see books which normally only large-well-stocked libraries would keep.

In the country districts of New Zealand and in many other countries where people live on isolated farms, the highlight of the week is usually a trip to the nearest small town—and a visit to the library. Sometimes the library is housed, like that shown at right, in the local grocery store.

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Travelling libraries — "bibliobuses" — have done much to solve the problem of providing a regular supply of books for people living in rural districts or outlying city areas. Here, children choose their books inside a library on wheels.

Scientists Urge International Co-operation For Social Betterment

PROPOSALS for a world-wide survey of scientific research and other proposals dealing with scientific research and the improvement of living conditions for mankind are to be presented to the Sixth Session of Unesco's General Conference in Paris next June. Forming part of the Unesco Natural Sciences Department's programme, they are a recognition of the fact that adequate scientific knowledge alone can provide a sure basis for human welfare.

Background to these projects is the uneven distribution of the world's scientific resources and the knowledge that to meet some of science's requirements, research must be conducted on an international scale.

M. Torres Bodet, Unesco's Director-General, stressed this recently at the International Conference of Universities when he said: *"The high cost of equipment, the need for highly specialized, and hence very scarce, staff, the very nature of research and the necessity for comparing observations recorded at widely separated points in the world, all alike make for the desirability of establishing centres or laboratories operating on a world basis indispensable for the advancement of such disciplines as astronomy, meteorology, cartography, oceanography or geophysics".*

Certain aspects of the problem have already been studied, following the decision of the Economic and Social Council in 1946 to invite the Secretary-General of the UN to submit a general report on the problem of establishing United Nations Research Laboratories. An extensive investigation was made by the Secretary-General of United Nations in 1947. This inquiry dealt with (a) the current feeling in scientific circles throughout the world, regarding international action to achieve the most effective organization of research; (b) those fields where international work would be most productive and immediately desirable.

RESEARCH CENTRE PRIORITIES

IN August, 1949, a committee of experts from Unesco and United Nations examined the results of this inquiry and recommended the following priorities in the Natural Sciences.

First priority: International Computation Centre; International Brain Institute.

Second priority: International Astronomical Laboratory; International Institute of Biochemistry; International Meteorological Institute; International Research Laboratory on Arid Zones.

The committee also studied other proposals concerning problems in the Technical Assistance programme, and drew the attention of the United Nations and specialised agencies to further projects worthy of consideration.

In August 1950, an ECOSOC resolution invited Unesco to prepare a detailed plan for the setting up of an International Computation Centre.

The next session of Unesco's General Conference is to be asked to agree that a world-wide survey of scientific research be carried out, concentrating on those fields outlined by the Expert Committees; that steps be taken to organise and establish an International Computation Centre; and that consideration be given to the establishment of a European Regional Physics Laboratory for High Energy Particles and an International Brain Institute.

ASPECTS OF MODERN SCIENCE

THE PRINCIPLE OF INDETERMINACY

by Ira M. FREEMAN

ALL natural science is based on observation. Whether our knowledge of any segment of the external world remains at the level of a mere cataloguing of facts, or soars to the heights of Relativity or of Quantum Theory, observation of Nature as she really is constitutes the foundation of science, and all else is secondary.

There is one aspect of the business of making observations that is usually taken for granted, and that is the faith (for this is all it amounts to) that any observation made here and now may be expected again on any other occasion when the same conditions prevail. This proposition is sometimes called *"The Uniformity of Nature"* or the *"Constancy of the Universe"*. But whether mere faith or something else, it works. It is science's answer to the ancient beliefs in capricious demons and deities.

Despite the bewildering differences between one science and another, all of them advance largely by the same general tactics: observations are made, quantities are measured (where possible), results are correlated, theories are set up and general conclusions are drawn in the form of natural laws. The great scientific conquests of Galileo and Newton, of Darwin and Pasteur, were made according to this kind of campaign plan.

A Mechanistic Approach

WHAT we call classical physics attained a high state of perfection toward the end of the last century. Evolving largely from ordinary mechanics, it went forward on the assumption that all the events taking place in space and time have the objective character that we associate with common mechanical phenomena such as the falling of a stone or the swinging of a pendulum.

Early in the nineteenth century the great French mathematician and physicist Laplace made the much-quoted statement that an omniscient mind, knowing the momentary location and speed of every atom in the universe, could deduce the entire course of events in the cosmos, both past and future. The universe was thus viewed as a machine, with all the parts rigorously interlocked. Every event was held to be strictly determined by the preceding one; every effect was ascribed to a definite cause.

Later, this mechanistic approach began to be challenged when scientists learned to break up the physical world into its basic constituents. The ubiquitous quantum aspect of nature (*see "What is the Quantum Theory" in the* Courier *for Nov.*, 1950) began to assert itself once more, and in several places.

In 1927, a brilliant young theoretical physicist, Werner Heisenberg, was able to state a highly significant generalization relative to the observation and measurement of elementary processes. It is called the Principle of Indeterminacy. In one way of phrasing it, the rule asserts that the more closely we determine the location of a particle, the less accurately are we able to specify its motion, and *vice versa*. Heisenberg contends that the underlying cause of this puzzling situation is the fact that every process of measurement or observation actually *interferes* with what is being measured or observed.

The Evasive Electron

FOR example, if we should wish to "see" directly a single electron, it turns out that it would be necessary to use light of very short wavelength for the purpose. But light of this kind is highly energetic, and if thrown at an electron would knock it completely out of its original position, thus defeating what we are trying to accomplish!

In the same way, there is a fundamental inexactness, an uncontrollable or indefinable element, inherent in *all* measurements relating to elementary processes. Of course, in dealing with ordinary large-scale objects, the interaction between object and observer becomes vanishingly small, and things seem to behave in their accustomed way, but on the sub-atomic scale, the obvious connection between cause and effect is no longer in evidence.

After all, nature does seem to be governed by order and regularity, and so if strict causality is not valid in the submicroscopic realm, what takes its place? The answer is that what we observe in coarse-grained experience is a *statistical* orderliness — the average behaviour of a multitude of individual entities — and such an average is accurately predictable. It is predictable in the same way that the death rate in a given population group may be computed in advance by a life-insurance company, although there is no way of forecasting when a given individual is going to die.

Chance rules the activity of the individual sub-atomic particles of physics, but their "*cultural*" or "*crowd*" behaviour, as mirrored by the large-scale world of ordinary experience, turns out to be completely in accord with expectation. The recognition of this fact has been of vast importance to the development of modern science, and has had profound and far-reaching effects on philosophical thinking as well.

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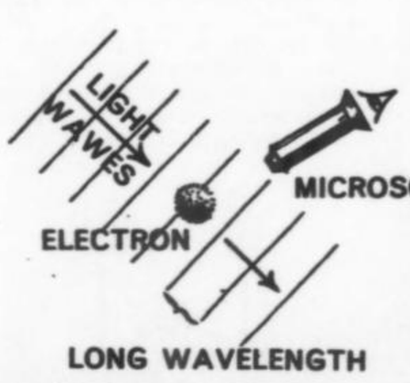
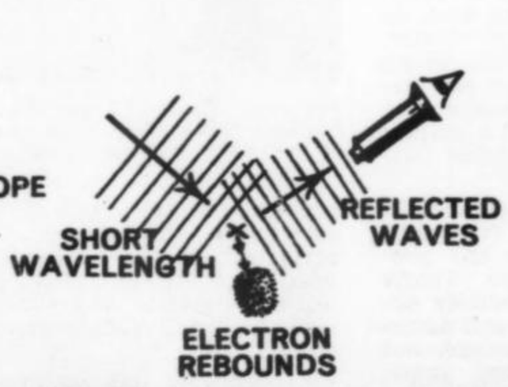
If you are interested in reading more about the Principle of Indeterminacy, write to the Division for the Popularization of Science, Unesco, 19 Avenue Kléber, Paris, for a brief bibliography on this subject, which will be sent free of charge.

NATURE CONSPIRES TO PREVENT DIRECT OBSERVATION OF BEHAVIOUR OF SUB-ATOMIC PARTICLES



Light of long wavelength does not disturb the electron we are trying to observe, but neither is any of it reflected. The result is that we do not observe the particle at all!



Light of short wavelength can be reflected, enabling us to observe the electron, but this kind of radiation is so energetic that it knocks the particle away. This kind of interference is unavoidable in all atomic measurements.

ROYAL SOCIETY PLANS MEMORIAL SCHOLARSHIPS FOR LORD RUTHERFORD

Britain's famed Royal Society is seeking to establish memorial scholarships in honour of Lord Rutherford, the pioneer of nuclear physics. An appeal has been issued for subscriptions to a memorial fund which, it is hoped, will reach a total of £100,000.

The money will be used to set up Rutherford Scholarships tenable for three years, to be awarded to postgraduate students within the British Commonwealth, and a Rutherford Memorial Lecture to be delivered in New Zealand — where the great scientist was born in 1871 *— and elsewhere in the Commonwealth overseas. It is also proposed to arrange for the publication of his collected papers and for the collection, arrangement and binding of copies of his correspondence.*

Rutherford's inspired interpretation of his observations, and his genius for experiment, led to practically all we know about the structure of atoms. He developed the theory of the atom in Montreal; the final convincing proof he provided at Manchester, where he showed conclusively that an atom contains a central nucleus which is the seat of intense electric forces.

Through his investigations of the structure of the nucleus itself, he founded in the Cavendish Laboratory, Cambridge, the modern science of nuclear physics. He always worked on problems at the limits of human knowledge, inventing and developing the methods used for observation in these new fields. His uncanny judgement and his sheer energy made him the greatest physical scientist of his age. The practical results of his work — atomic energy and its by-products — followed a lifetime of devotion to the pursuit of knowledge.

It is probable that Rutherford will be remembered equally for his great powers of inspiring others. By his personality and forceful leadership his colleagues and students were stimulated to reach heights of achievement which they could not have reached alone.

From his laboratories came many of the world's leaders of physical science to-day: all countries have felt the impact of his inspiration through the influence of scientific men trained by him. Moreover he did not confine his interest to purely academic science. For many years, as Chairman of the Advisory Council of the Department of Scientific and Industrial Research, he gave wise guidance to the Government in the encouragement and extension of the use of the scientific method in industry.

It happened in January...

HENRI BERGSON

When Henri Bergson died in Paris, on 4th January, 1941, at the age of 81, the general public and perhaps philosophical circles as well, believed that he had died many years before. Yet a rather disturbing piece of news circulated before his death: that Bergson had returned his decorations and renounced all his titles, as a protest against the Vichy anti-semitic laws; he refused any kind of exemption and ordered himself to be taken, paralytic though he was, to the police station where all Jews were compelled to register. There was a lapse of more than 25 years between the publication of his sensational *"Creative Evolution"* in 1907 and that of his more conservative *"Origin of Morals and Religion"*. The world had forgotten the time when the name of Henri Bergson was a password and his philosophy a magical force.

ROBERT S. BADEN-POWELL

Due tribute must be paid to this General, sixth son of an Oxford professor for the thousands and millions of boy scouts and girl guides throughout the world to-day, the younger groups of Cubs and Brownies playing Red Indians in the thickets and fields, badge-proud youngsters hiking on the highways, developing their tracking-sense in the forest, their social instincts under a tent-roof, and their sense of poetry around a camp-fire. Baden-Powell was a man with a distinguished military career in India, Afghanistan and South Africa, but his main life's work was to found in 1908 the Boy Scouts, and two years later, helped by his sister Agnes, the Girl Guides. When he died 10 years ago, on 8th January 1941, he had seen the astounding progress of this movement begun, as he loved to explain, *"for the purpose of training boys in the essentials of good citizenship"*.

BALTASAR GRACIAN

Baltasar Gracian y Morales was born on January 8, 1601 at Belmonte de Calatayud in Spain. At an early age he entered the Jesuit Order. From 1637 he published his main works: *"El Héroe y el Discreto"* (contrasting the qualities of a typical courtier and the ideal man); *"El Oraculo manual"* and *"Agudeza y Arte de Ingenio"* (a system of rules for the conduct of life); *"El Criticon"* (an ingenious philosophical allegory of human existence against a background which vividly shows the rich attainments and deep unrest of that epoch. Schopenhauer described this major work as "one of the best books in the world", and Defoe is said to have found in El Criticon the germ of *"Robinson Crusoe"*.

Because he published the first part of *"El Criticon"* without consulting his religious Order, Gracian fell out of favour with his superiors. Two years later, he committed a similar offence and was deprived of his professorship and publicly reprimanded. Banished from Saragossa, he was sent to the College of Graus, and later to Tarazona, where he died in 1658.

FRANCIS BACON

One day, a man weary of abstractions and formal logic, decided that only direct experience could lead to the attainment of pure truth. When he was born in London, on 22nd January 1561, Francis Bacon was pre-destined to study Finance and Law in which he became an authority. *"But he was fitted for nothing so well as for the study of truth... gifted by nature with desire to seek, patience to doubt, fondness to meditate, slowness to assert, readiness to consider, carefulness to dispose and set in order... a man that neither affects what is new nor admits what is old, and that hates every kind of imposture. So I thought my nature had a kind of familiarity and relation with Truth"*.

This searching examination of conscience led to works that are

world-famous: the *"Novum Organum"* is a particularly noteworthy contribution to human thought. Its influence on Bacon's contemporaries, engaged in similar studies, was almost negligible, yet a century later, his influence was immense. After Locke, the Encyclopaedists were proud to call him *"the greatest, the most universal and the most eloquent of philosophers"*.

KUMARAJIVA

1550 years ago, in January 401, the *"Great Translator"* Kumarajiva arrived in China, where he devoted ten years to translating great works from Sanskrit into Chinese. As a theologian, he had learned, he said, *"the four Vedas, the five sciences, the heretic shastras and the art of astronomy"*. Languages were his special study and armed with this knowledge, he won favour with the Chinese general who had invaded his birthplace, the Kucha Oasis in Central Asia. This general was to become emperor, and Kumarajiva lived in China till the end of his days, engaged in the monumental task of translating the holy Scriptures of Buddhism. *"He knew languages so intimately"*, says tradition, *"that he was able to add greatly to the sum of philosophic knowledge"*.

GEORGE FOX

On 13th January 1691, there died in London the most fiery preacher of the 17th Century. Beginning life as a shoemaker's apprentice, George Fox believed himself called by God to leave his village and family and set out in search of a spiritual mentor. But he could not acknowledge any man as his master and ended by receiving his lasting inspiration from the Bible alone, In 1647, he began his wandering ministry which was to continue till he was an old man, visiting churches, interrupting sermons to cry out his version of the truth and the precepts of his mysticism. The police kept an uneasy surveillance. The reformer spent six years of his life in all, in different prisons. He attracted disciples, and a judge gave them the name by which they are still known: the Quakers. George Fox built a church for this *"Society of Friends"*, one of whose main purposes was to do works of charity of the kind for which they are so well-known in all continents of the world to-day.

GIUSEPPE VERDI

A series of lucky events can be traced through the life or Giuseppe Verdi. His parents sent him to work for a merchant in Busseto—who happened to be a good enough musician to recognize his talent and to introduce him to the Choirmaster of the Cathedral. In 1832 Verdi's application to attend the Milan conservatorium was refused —but he became friendly with one of the professors who assisted him in his studies. Eight years later, he produced a comic-opera which was a miserable failure but, just in time, another fortuitous friend appeared—the Impressario of La Scala, Milan. Verdi soon became the most popular composer in Europe. But the culminating point in his life came after *Rigoletto, Il Trovatore* and *La Traviata*, with the astonishing conversion which caused him to write *Aida*, followed by the *Requiem*, dedicated to the memory of Mazzini, which startled the critics of 1874, but caused Brahms to call him *"inspired"*. Dating from this period, his music became deeper and richer as the years passed; *Othello* and *Falstaff* were his two last operas. In the evening of his life, Giuseppe Verdi found no subjects worthy of his art, with the exception of the *"Laudi alla Virgine"* from Dante's Paradiso and the sacred poems of *Stabat Mater* and *Te Deum*. On 27th January 1901, Europe mildly mourned the death of a pleasing composer; the world lost a great musician.

Malta Institute Maintains Historic Heritage

Through visits to ancient sites and famous buildings organized by the Malta Cultural Institute, the people of Malta are re-discovering their past history. Above, Dr. Edward Sammut, (nearest to doorway) shows the art treasures of St. John's Cathedral to members of the Institute.

SITUATED at a crossroads of the Mediterranean, Malta has been since the dawn of history a focal point for the currents of all the great civilizations which have grown up around its shores and have spread their influences throughout Europe and far beyond.

Held successively by Phoenicians, Greeks, Carthaginians, Romans and Saracens, and from 1530 to 1789 by the Knights of St. John of Jerusalem, Malta can look back on a colourful history. Today, the cultural influences which moulded that history are reflected in the interests and activities of one of the island's organizations—the Malta Cultural Institute.

Since it was inaugurated in Valetta, nearly two years ago, the Institute, under the presidency of Professor Tonna Barthet, has progressively organized Malta's cultural activities and has branched out into many different intellectual and artistic spheres.

Along with study circles for Maltese, English, French, German, Italian and Spanish literature and culture, it has

Professor Gaston Tonna Barthet, Founder, first president and director of the Malta Cultural Institute.

organized other groups for art, astronomy and music. Concerts and theatrical productions have been held and lectures given on subjects ranging from anti-biotics to tropical fish.

Archaeology has an important place among the activities, for almost every age has left a heritage to the island, and the neolithic temples at Tarxien bear witness to the existence of a civilization in Malta many centuries before the arrival of the Phoenician and Carthaginian traders.

Already, the Institute has received books, films and records from thirty-five governments and it is working hard to extend the links that have been created with similar organizations in Europe and America.

With 900 members drawn from all sections of the island's population, the Malta Cultural Institute is making an important contribution to the understanding of the various civilizations to which the modern world owes much of its cultural riches.

TECHNICAL ASSISTANCE - A CASE HISTORY

LAST year, a three tons shipment of assorted soil and rock from the Latin American Republic of Venezuela arrived in Denver, Colorado, one mile up in the Rocky Mountains of the United States, for analysis by the Denver laboratory of the U.S. Bureau of Reclamation.

The story behind this rather unusual delivery started in a government office in Venezuela, where plans for the construction of a cement plant were being studied.

Venezuelan officials wanted to be sure that raw materials on the site chosen for the plant would ensure its economically sound operation. So three tons of sample material were taken from the site and sent off to Denver for examination by engineers and chemists.

This example of how engineers put into practice what is called " technical assistance for economic development ", is typical of the work done by the Bureau of Reclamation.

Venezuela is only one of the nations which have used the facilities of the Denver laboratories. Shipments of soil have come from Australia for analysis and engineers have travelled from Poland to put their highway and road programmes to test in laboratories which determine how much "punishment" concrete can absorb.

In addition to handling materials, the Denver engineering centre also trains men. Today, engineers from Chile, India, China, France, Palestine, Thailand, Yugoslavia, and Egypt are studying there under a programme which has brought as many as 800 engineers and officials from fifty-four countries to the United States in one year.

KNOWLEDGE FLOWS TWO WAYS

UP to 300 inquiries a month concerning irrigation projects throughout the world come into the Bureau and are answered by the despatch of experts or technical documents, the latter going out in thousands of copies yearly. Michael W. Straus, Commissioner of the Bureau of Reclamation, has pointed out that this is not one-sided aid, since there is a constant return flow of technical information from abroad which is put to immediate use by American engineers.

Engineers from the Bureau have gone into the field on such jobs as the reconstruction of canal systems in Japan and Venezuela, the building of earth dams in southern Rhodesia and the planning of a hydro-electric power plant in Greece.

In the Denver laboratories, studies have been made for irrigation projects in New Zealand, Guam, Portugal and Greece. Engineers have even made tests to determine the design required for an earthquake-proof dam in the Himalaya Mountains in Nepal.

The manpower and material resources of these laboratories are enormous. The engineering centre is a principal part of the Denver Federal Centre, which spreads over 800 acres. The 2,242 employees, of whom 858 are engineers, have at their disposal equipment valued at $ 2,505,000.

BENEFITS FOR HUMANITY

THE most spectacular equipment in the engineering centre is a universal testing machine, capable of exerting either a squeeze or a pull of 5,000,000 pounds on a sample of steel or concrete. The machine, which stands fifty feet above the floor of the laboratory and extends fifteen feet below, was put into operation last year to test materials under compression or tension to an extent previously impossible to carry out under laboratory conditions.

Extensive use is made of scale models in the study of such structures as dam spillways, canals, control gates, outlet valves and pumps. Relief maps also are made to bring out the physical features of a project which may cover hundreds of square miles.

The Bureau of Reclamation was formed in 1902 with the task of developing the irrigation, hydro-electric and related water resources of seventeen western states in the United States.

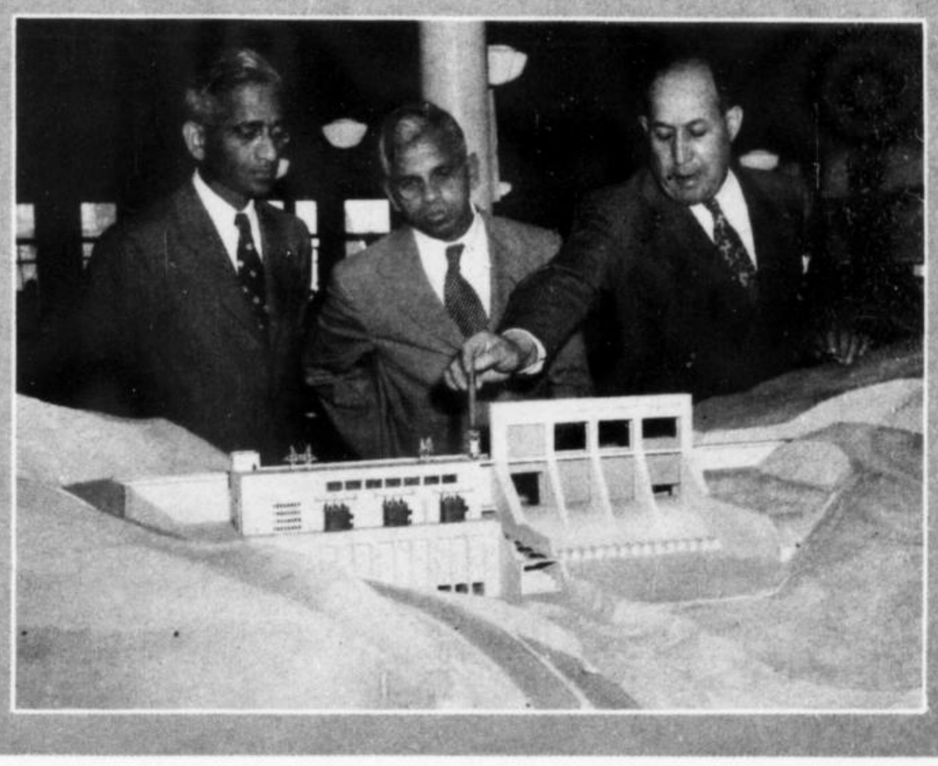
Since then, it has constructed 160 dams and ninety-six reservoirs, 20,000 miles of canals, 200,000 irrigation structures, 107 miles of tunnels... the statistics seem almost endless. Translated into human benefits, these figures equal homes and livelihoods for 900.000 persons through the irrigation of 5,000,000 acres of land. It has been estimated that crops worth $ 6,000,000,000 have been grown on the land irrigated through the Bureau's work since 1902, at an investment of $ 1,500,000,000.

The work done by the Bureau of Reclamation in a semi-arid area of the United States stands as an imposing proof of what can be repeated elsewhere through technical assistance on an international scale.

During the last five years, more than 2,000 engineers and officials from overseas have visited the design offices and laboratories of the Bureau of Reclamation in Denver. Here, three Egyptian engineers examine a machine for testing specimens of rock and concrete, being demonstrated by a Bureau engineer (right).

One impressive piece of equipment in the engineering centre at Denver is the universal testing machine, capable of a 5,000,000 pound pull or squeeze on samples of steel or concrete. As this photograph was taken, a concrete cylinder, measuring three feet by six feet, was beginning to crumble under the pressure exerted by the machine.

In designing an irrigation project, Denver Bureau engineers often build scale models to help them visualize the completed structures. Below, the head of the Structural and Architectural Division of the Bureau's Branch of Design and Construction (right) points out a feature of a model dam and power plant to two Indian Government engineers who studied at the Engineering Centre.



UNESCO SIGNS TECHNICAL AID AGREEMENTS WITH 13 NATIONS

"...THE government will provide or permit access to adequate information... will give full and prompt consideration to advice received... will undertake sustained efforts to carry forward the work initiated or recommended..."

These statements, taken from the texts of agreements recently signed by Unesco and governments in Asian, Latin American and Middle East countries, strike a harmonious note in a world that has become too accustomed to hearing declarations that this or that nation has decided to raise still another barrier to co-operation and the free exchange of information.

The agreements, signed by the heads of 13 states or their representatives, enable Unesco to send technicians to the countries concerned to give advice and help for their economic development—the first phase of Unesco's contribution to the United Nations $20,000,000 expanded programme of technical assistance.

The signing of one such agreement—between the Government of India and Unesco—is shown in this photograph (left), taken at New Delhi. It shows, seated, Dr. Malcolm S. Adiseshiah (left), head of Unesco's Technical Assistance Service, and Dr. Tara Chand, Secretary, Indian Ministry of Education. Standing, left to right, are C.L. Bhardwaj, government information officer at New Delhi; and Drs. N.S. Junankar and G.K. Chandiramani, educational advisers with the Ministry.

Under the agreement, Unesco will send ten experts to assist India's large scale scientific research programme in such fields as plastics, electrical engineering and irrigation.

The twelve other countries which have also signed agreements that will bring them technical aid from Unesco are: Ceylon, Columbia, Ecuador, Iraq, Indonesia, Lebanon, Liberia, Libya, Mexico, Pakistan, Persia and Thailand.

Courier
PUBLICATION OF THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION
UNESCO

CHILD WAR VICTIMS TELL THEIR OWN STORY; MILLIONS HEAR "EVERYBODY'S CHILD"

(Continued from page 1)

British Broadcasting Corporation, Mme Clara Candiani of Radiodiffusion française, and Aldo Salvo of Radio-Italiana. The party was completed by Edward Ward, who served as guide, and Jacques Oguse, Unesco sound technician.

Their first important stop was the Children's Republic at Moulin-Vieux, perched high in the French Alps near Grenoble, where 300 child war victims live, study and work in a community of their own, directed by five teachers. Moulin-Vieux was a fortunate choice, for its members presented an hour-long pageant in song, depicting the history of France, with skill and beauty which will be long remembered by radio listeners of many countries.

Seeking the widest possible variety in methods of caring for children, the radio reporters went next to *"Rayon de Soleil"* (ray of sunshine), an institution near Tarascon. There, they found twenty boys and girls living together in a big rambling house with foster parents, all of them working together to make the building look as much like a home and as little like an institution as possible.

BREATHING SPELL FROM HARDSHIP

THE last stop in France was at *"Narvik"*, a children's community near the Riviera which is supported partly by Norwegian funds. *"Narvik"* is home for four months to groups of Spanish refugee children who are sent there fifty at a time. There, they take a breathing spell from the years of hardship their families have passed, and try to learn what it is like to be children—without the cares of adults.

"Narvik" has nearly everything to meet the children's needs, except for a means of transport. This lack makes it impossible for the children to bathe in the Mediterranean. Another effect is to increase the cost of running the camp, because of the cost of haulage.

The caravan rolled into Italy and, at Milan, its members visited the *"Casa Don Orione dei Piccoli Mutilatti"*—a rehabilitation centre for war-maimed Italian children. There they watched disabled youngsters of all ages, religions and nationalities living together and learning how to use the prosthetic appliances they need to overcome their disabilities.

Milan also offered the caravan a glimpse of its *"Villagio di Madri di Fanciulli"*—*"The Village of Mothers of Children"*—where mothers unable to make ends meet in the outside world are given a home for themselves and their children. The village's energetic director finds jobs for mothers and she herself has become known throughout Milan for her energetic fund-raising drives.

A BEAUTIFUL HOME—BUT ONLY FOR 35 CHILDREN

CHILDREN NEED LOVE—ESPECIALLY CHILDREN LIKE THESE

need continuing help in their task. All the children too have continuing needs for material things, for training and retraining, guidance, reassurance and hope for the future.

This message, that *"Nobody's child is everybody's child"* is now being told. Thus, part of the problem of communication has been solved, and it is the grown-ups turn to speak.

In addition to the programmes already broadcast or scheduled, the Radio Division of Unesco's Department of Mass Communication has a wealth of recorded documents obtained by the Radio Caravan. This material in several languages is available to broadcasting organizations throughout the world.

Encouraged by the success of this new venture in international co-operation and in the use of radio for the benefit of mankind, a second Radio Caravan is now being planned for 1951.

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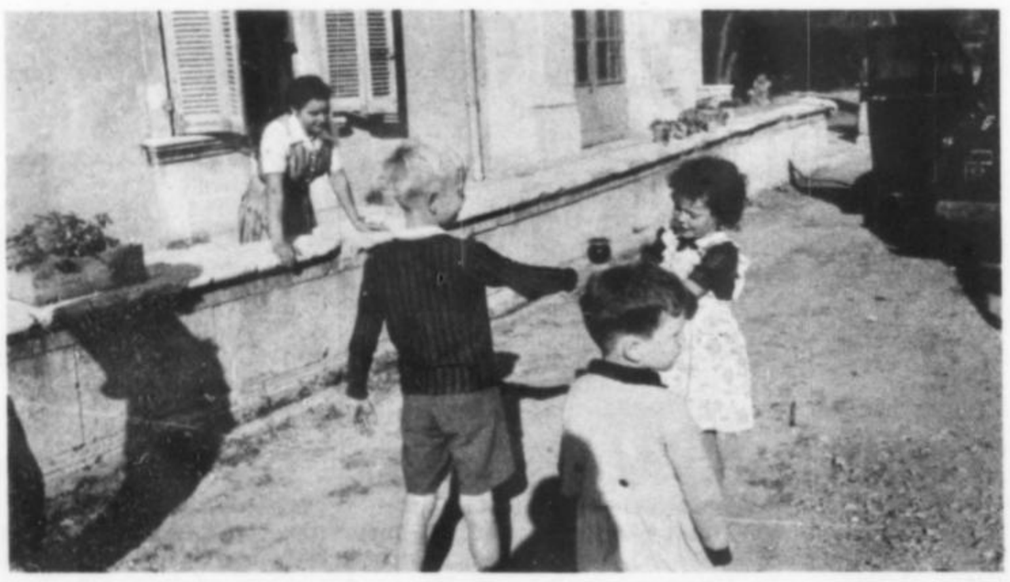
ONE OF THEIR JOBS—TO KEEP MUSIC ALIVE...

..ONE OF OUR JOBS—TO REPLACE FEAR WITH CONFIDENCE



ONE CHILD SPEAKS TO THE WORLD—FOR ALL CHILDREN

MESSAGE FROM "NOBODY'S CHILD"

FOLLOWING visits to Italian institutions where the latest methods in the rehabilitation of juvenile delinquents were practiced, the caravan moved on to Switzerland, to record reports of the work done by the Swiss Red Cross in child care.

The institutions visited were of various kinds and the children, too, were amazingly different, one from another, as children always are. Yet in important respects, they were all the same. All of the selfless and devoted grown-ups who have supported and operated the institutions

KEY TO ILLUSTRATIONS

The photographs published in this issue of some of the children's centres visited by Unesco's Radio Caravan, were taken by Edward Ward, who served as guide.

Those on page 1 show: (top) Boys at the Arese re-education centre in Italy, where the latest methods of rehabilitation of juvenile delinquents are practised, and (bottom, left) Marjorie Banks, of the B.B.C., (facing camera) interviewing a boy through an interpreter at the "*Casa Don Orione dei Piccoli Mutilatti*", Milan—a rehabilitation centre for war maimed children.

Photographs on this page show: (top) The valley in the French Alps where the members of the "*Moulin Vieux Children's Republic*" recorded a history of France in song.

(Centre): A priest and two of the boys at the "*Piccolo Mutilatti*" home for war disabled children, Milan.

(Left, top): The school at Trubschachen, Switzerland, where unusual methods are used to encourage the musical and artistic talents of children.

(Left, centre): Members of the choir at the Scuola Citta Pestalozzi, Florence recording songs for the Radio Caravan.

(Left, bottom): Children at the "*Rayon de Soleil*" home at Pomeyrol, France, take over the microphone and interview each other.

Courier
EDITORIAL OFFICES :
UNESCO HOUSE
19, Ave. Kléber, PARIS-16
★
Editor : PETER DU BERG
English Language Editor : R. S. FENTON
★
All reproductions authorized
★
Imprimerie GEORGES LANG
11, rue Curial, Paris.
UNESCO Publication 871

Reprinted in U. S. A. by Photo Litho
Manhattan Printing Co., New York